



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6320 N. 82nd Street, Scottsdale, AZ 85250

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Terri L. Kellen
Schedule : 7:00 AM to 3:30 PM
Grades : K-6
2004 Enrollment : 570
Web Address : www.susd.org/schools/elem/Pueblo/
Phone Number : (480) 484-3100
Fax Number : (480) 484-3101
E-mail : terrikellen@susd.org

Mission

We believe each child in our school is unique; therefore, the staff and parents of Pueblo school, working together, are committed to establish and implement high expectations for every child and to assist them in fulfilling his/her roles as responsible citizens in our constantly changing world.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü We will improve student literacy in the area of writing as evidenced by an increase in the percentage of students passing the 3rd grade AIMS Writing by 1% and/or increase in the percentage of students passing the 5th grade AIMS Writing by 3.64%.
- ü We will decrease total number of tardies by 3%.
- ü 90% of Pueblo's teachers will create a web page. Kindergarten through 3rd grade students will meet SUSD standards for word processing. Students in 4th through 6th grade will utilize technology resources to aid in research assignments.
- ü 90% of the Pueblo teaching staff will participate in six hours outside of the regular work day of professional growth activities to provide strategies to more successfully deliver instruction.

Enrollment

October 1, 2003 School Year Student Enrollment : 567
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 45

Instructional Programs

- Ü Gifted Program
- Ü On-site Special Education
- Ü Speech & Language Special Education
- Ü English Immersion Student Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly and encourage parent participation in the life of the school.

Parents

Parents are urged to provide a home environment conducive to studying and learning; motivate their children to do their best by taking an interest in their work and be role models by valuing education and participating in school-wide events.

Transportation Policy

Transportation is provided for all students grades K-6 who are located at least one mile from the school. All vehicles are maintained to provide safe/efficient transportation. Service is provided for special education students whose IEPs require it.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü KNIX Teacher of the Week	2004
Ü Presidential Academic Awards	2001
Ü Outstanding Science Teacher of the Year	2002
Ü Honorable Mention for State Poetry Contest	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	1952	75509	99	99	100	539	548	521	6	6	13	22	13	23	29	31	33	43	49	31
All Students (Prior Year)	90	2032	75372	100	98	100	530	547	523	2	2	9	21	14	25	45	36	36	32	47	30
Female	33	930	37013	100	100	100	547	549	522	6	5	12	16	13	24	29	31	33	48	51	31
Male	42	1020	38430	98	99	99	533	546	521	5	6	14	27	14	22	30	32	33	38	48	31
African American	NC	51	3660	NC	100	99	NC	503	496	NC	21	24	NC	26	31	NC	32	28	NC	21	18
Hispanic	12	287	30486	100	100	99	493	526	505	20	13	18	50	19	29	20	31	32	10	37	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	567	549	NC	4	5	NC	6	13	NC	20	33	NC	71	50
American Indian/Alaskan Native	--	24	4075	--	100	100	--	498	486	--	26	28	--	37	34	--	11	26	--	26	12
White	55	1518	35192	98	99	99	547	551	534	4	4	8	18	12	19	33	32	35	45	51	39
Students with Disabilities	10	311	9708	100	100	100	539	528	489	17	13	32	17	18	27	33	36	24	33	33	17
Students without Disabilities	65	1641	65801	98	97	98	539	550	525	5	5	11	23	13	23	29	31	34	44	52	33
Limited English Proficient Students	NC	195	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	19	432	36411	--	--	--	538	516	503	12	18	19	18	18	29	24	34	32	47	30	20
Non-Economically Disadvantaged	56	1520	39040	--	--	--	540	553	534	4	4	8	24	12	19	31	31	34	41	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	1954	75492	99	99	100	525	537	519	7	4	12	12	9	16	54	47	47	28	40	24
All Students (Prior Year)	90	2023	75221	100	98	100	531	540	523	1	2	8	7	8	16	65	56	56	26	34	21
Female	33	933	37014	100	100	100	530	541	523	6	3	10	6	7	15	56	45	48	31	45	27
Male	42	1019	38400	98	99	99	521	533	516	8	5	14	16	11	17	51	49	47	24	35	21
African American	NC	51	3665	NC	100	99	NC	508	505	NC	11	20	NC	26	22	NC	49	43	NC	15	14
Hispanic	12	286	30438	100	100	99	510	522	508	20	10	17	10	13	21	60	50	47	10	27	15
Asian/Pacific Islander	NC	69	1773	NC	100	98	NC	547	534	NC	2	4	NC	4	10	NC	45	50	NC	49	36
American Indian/Alaskan Native	--	24	4081	--	100	100	--	518	498	--	11	25	--	33	26	--	39	40	--	17	8
White	55	1521	35177	98	99	99	527	539	528	6	3	8	13	8	13	50	47	49	31	42	31
Students with Disabilities	10	313	9707	100	100	100	520	524	495	0	7	33	14	14	21	71	53	33	14	27	13
Students without Disabilities	65	1641	65785	98	97	98	526	539	522	8	4	10	11	8	16	52	46	49	29	42	26
Limited English Proficient Students	NC	194	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	19	430	36302	--	--	--	523	518	507	12	13	18	6	18	21	53	44	46	29	26	14
Non-Economically Disadvantaged	56	1524	39164	--	--	--	526	540	528	6	3	8	13	7	13	54	47	48	27	43	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	1952	75053	97	99	99	630	649	597	1	3	7	7	6	12	83	72	72	9	18	9
All Students (Prior Year)	90	1992	73654	100	96	99	541	554	530	1	2	9	9	6	13	80	73	70	10	19	7
Female	33	933	36872	100	100	99	664	675	621	0	2	5	3	4	9	81	70	74	16	24	12
Male	41	1017	38109	95	99	99	601	623	573	3	5	10	11	9	14	84	74	69	3	12	6
African American	NC	51	3636	NC	100	99	NC	604	568	NC	4	12	NC	13	16	NC	76	67	NC	7	6
Hispanic	12	286	30235	100	100	98	613	618	575	0	8	9	0	10	14	100	66	70	0	16	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	669	651	NC	4	3	NC	4	5	NC	75	72	NC	18	19
American Indian/Alaskan Native	--	24	4044	--	100	99	--	518	550	--	21	13	--	26	17	--	53	66	--	0	4
White	54	1518	35028	96	99	99	636	654	613	0	3	6	9	6	10	79	73	73	11	19	11
Students with Disabilities	NC	314	9625	NC	100	100	NC	608	530	NC	5	21	NC	11	21	NC	72	55	NC	11	4
Students without Disabilities	65	1638	65428	98	97	98	639	655	604	2	3	6	6	6	11	82	72	73	10	19	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	19	429	36077	--	--	--	609	587	566	6	8	10	0	13	16	94	70	69	0	9	5
Non-Economically Disadvantaged	55	1523	38950	--	--	--	637	661	618	0	3	5	9	5	9	79	73	73	11	20	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2037	76019	99	99	100	515	535	499	6	4	14	39	22	39	12	15	14	43	60	33
All Students (Prior Year)	78	2110	76230	99	98	100	514	521	498	3	4	12	31	28	38	24	14	12	42	54	37
Female	46	964	37207	100	99	100	519	536	499	5	3	12	37	21	41	15	16	14	44	59	33
Male	54	1072	38677	98	100	100	513	534	498	6	4	15	41	23	38	10	13	13	43	60	34
African American	NC	41	3817	NC	100	100	NC	494	475	NC	15	23	NC	37	47	NC	20	11	NC	29	18
Hispanic	NC	227	29458	NC	99	100	NC	495	480	NC	18	20	NC	37	48	NC	14	12	NC	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	486	466	NC	13	28	NC	53	49	NC	7	10	NC	27	13
White	84	1677	35880	99	99	100	517	540	515	5	2	7	39	20	32	11	15	16	45	63	45
Students with Disabilities	20	238	9786	100	100	100	490	502	457	10	11	39	70	40	40	0	11	7	20	38	13
Students without Disabilities	80	1799	66233	99	99	99	519	537	503	5	3	11	35	21	39	14	15	14	46	61	35
Limited English Proficient Students	--	152	15206	--	100	100	--	463	459	--	30	31	--	55	53	--	6	7	--	9	9
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	29	332	35714	--	--	--	497	494	480	8	17	20	50	40	47	4	10	12	38	33	20
Non-Economically Disadvantaged	71	1705	40266	--	--	--	522	541	513	5	2	9	35	19	33	15	15	15	45	64	43

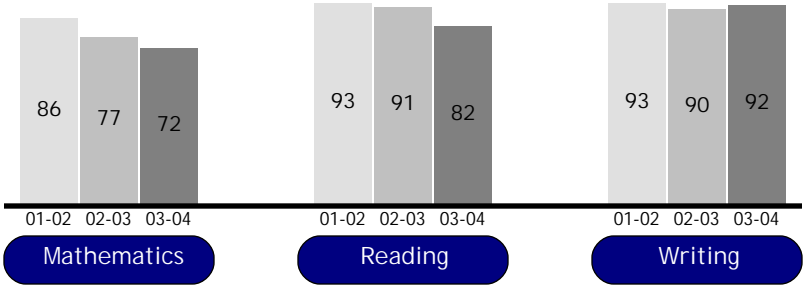
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2037	76020	99	99	100	503	519	503	16	9	25	24	14	23	49	52	40	11	26	12
All Students (Prior Year)	78	2103	76202	99	98	100	507	516	505	19	8	19	16	17	24	57	55	46	9	20	11
Female	46	966	37213	100	99	100	505	521	504	14	7	22	19	13	23	55	52	42	12	28	13
Male	54	1070	38666	98	100	100	502	517	501	18	10	29	27	14	22	45	52	38	10	24	12
African American	NC	41	3819	NC	100	100	NC	504	494	NC	18	37	NC	28	26	NC	35	31	NC	20	6
Hispanic	NC	227	29442	NC	99	99	NC	499	494	NC	31	37	NC	18	26	NC	39	31	NC	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	498	489	NC	21	48	NC	29	25	NC	50	24	NC	0	3
White	84	1678	35890	99	99	100	504	522	511	17	6	15	21	13	20	50	54	48	13	27	18
Students with Disabilities	20	238	9784	100	100	100	490	511	485	38	22	58	38	19	19	23	40	19	0	19	4
Students without Disabilities	80	1799	66236	99	99	99	505	520	504	13	8	23	21	13	23	54	53	42	13	26	13
Limited English Proficient Students	--	151	15198	--	100	100	--	484	483	--	53	59	--	25	25	--	22	14	--	0	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	29	332	35703	--	--	--	498	501	494	23	29	37	31	22	26	38	37	31	8	13	6
Non-Economically Disadvantaged	71	1705	40274	--	--	--	505	522	509	13	5	17	21	12	20	54	54	47	12	28	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2034	75673	99	99	100	539	577	530	6	5	12	30	16	25	59	69	58	6	10	4
All Students (Prior Year)	77	2048	74692	97	95	99	505	529	502	10	6	18	30	18	27	54	57	47	6	18	8
Female	46	963	37099	100	99	100	569	598	548	2	3	8	27	12	22	59	70	64	12	14	6
Male	54	1070	38441	98	100	99	515	558	513	8	7	16	33	19	29	59	68	52	0	6	3
African American	NC	41	3791	NC	100	99	NC	518	506	NC	10	18	NC	32	29	NC	59	50	NC	0	3
Hispanic	NC	225	29305	NC	98	99	NC	518	507	NC	13	16	NC	31	31	NC	50	51	NC	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	NC	22	4707	NC	96	100	NC	538	492	NC	7	19	NC	20	33	NC	67	46	NC	7	1
White	84	1678	35760	99	99	99	540	584	550	7	4	9	29	14	21	57	71	64	7	11	6
Students with Disabilities	20	237	9706	100	100	100	501	526	462	20	19	36	40	18	32	30	58	31	10	5	1
Students without Disabilities	80	1797	65967	99	99	99	544	581	536	4	4	10	29	16	25	63	70	60	5	10	5
Limited English Proficient Students	--	151	15115	--	100	100	--	473	471	--	24	26	--	42	38	--	34	35	--	0	1
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	29	330	35541	--	--	--	527	511	504	4	14	17	39	31	31	52	53	50	4	2	2
Non-Economically Disadvantaged	71	1704	40091	--	--	--	543	588	550	6	4	9	27	13	21	61	72	64	6	11	6

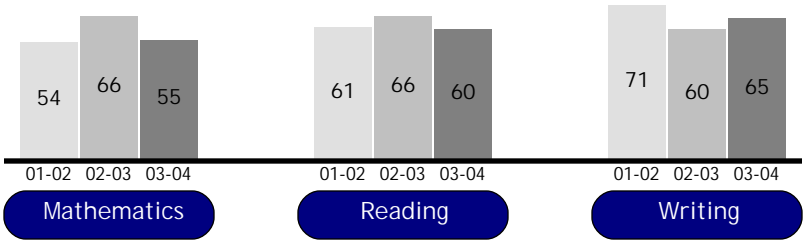
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	55	67	44	91	64	66	50	72	66	NA	58
	Language	93	61	63	39	95	58	61	43	100	59	68	50
	Mathematics	95	64	75	52	95	69	72	57	100	63	79	64
3	Reading	93	63	67	43	90	65	70	47	97	65	NA	55
	Language	93	69	72	50	99	76	75	54	96	73	77	61
	Mathematics	92	72	72	50	98	76	73	54	97	69	76	61
4	Reading	93	61	71	47	99	75	75	52	97	65	NA	56
	Language	90	56	65	45	100	62	68	48	99	54	69	52
	Mathematics	90	56	74	52	99	67	78	57	99	61	79	61
5	Reading	92	49	69	46	90	64	70	50	99	67	NA	55
	Language	87	47	64	43	92	56	65	46	99	55	69	49
	Mathematics	85	56	76	54	92	66	77	57	98	73	83	63
6	Reading	96	57	72	49	96	61	72	53	95	63	NA	56
	Language	91	57	66	42	94	61	67	45	100	53	64	48
	Mathematics	93	72	78	58	94	75	78	62	100	69	78	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Pueblo Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü School Safety Issues
- Ü School Climate
- Ü Extracurricular Activities
- Ü Technology
- Ü Staff Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	31.50
Other Professional Staff	6.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	3	0	0
10 or more years	18	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	23
Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Multi-Purpose Room
- Ü DELL Computer Lab
- Ü Media Studio

Extracurricular Activities

- Ü Band/Orchestra/Chorus (Grades 4-6)
- Ü After School Tutoring
- Ü Yearbook (Grade 6)
- Ü After School Care
- Ü Student Council (Grades 4-6)
- Ü All Day Kindergarten
- Ü Oasis (Senior Citizen) Tutors Grades 1-4

Social Services

- Ü Health Services
- Ü Prevention Specialist (.5)
- Ü Breakfast and Lunch Program
- Ü Community Specialist
- Ü After School Program on Site

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 2003-04 school student academic goal of increasing writing achievement as evident by AIMS was reached.
- ü Tardies decreased by 8%; school climate goal exceeded.
- ü 100% of Pueblo's teachers created a working web site. 100% of K-3rd grade students met SUSD standards for word processing. 100% of students in 4th-6th grade utilized technology resources to aid in research assignments.
- ü 100% of the Pueblo teaching staff participated in six hours of professional development outside the regular work day.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	55	54
Grades 3-4	71	47
Grades 4-5	59	76
Grades 5-6	69	82

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a District Crisis Plan that includes lock-downs, fire drills and a communication plan. We work closely with the community should an alternate safe environment become necessary. We have a school-wide phone tree to notify parents if necessary.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Terri Kellen	(480) 484-3110
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Angela Hayworth	(480) 484-3100
School Nutrition Programs	Barbara Savastio	(480) 484-8686
Parent Organization	Tom Venberg/Laura Couty	(480) 484-3100
Student Health/Nurse	Darlene Hahn	(480) 484-3100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.